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ABSTRACT

This guide is designed to help teachers develop comprehensive lesson plans to enhance student understanding of why nations compete, why they cooperate, and why they sometimes go to war. Written to accompany a student text of the same title, the guide should help students to: (1) understand the behavior of nations by defining national interest and examining the factors that affect the development of foreign policy; (2) explore how U.S. foreign policy is made and the many factors that influence and affect it; (3) examine the legacies of World War II, from late 1945 to the present; (4) apply the concept of interdependence to international relations today; and (5) evaluate the effectiveness of individual tools of foreign policy in meeting a nation's overall goals. The guide is divided into five units, corresponding to those in the student handbook. Each unit contains student objectives, key terms, a motivator, essay and discussion items, and student activities (three per unit, including at least one handout). Activities require application, analysis, evaluation, research, problem solving, and comparisons. A student pretest and posttest to determine the effectiveness of these materials is also included. The guide contains a variety of objective test items to be used as ready-made tests, as student self-check tests, or as a source for teacher-developed tests. (GEA)

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International Relations

Understanding the Behavior of Nations

Teacher's Guide

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International Relations

Understanding the Behavior of Nations

Teacher's Guide

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The Close Up Foundation is a nonprofit, nonpartisan educational foundation dedicated to encouraging citizen involvement in government. Throughout the year, the Foundation conducts a Washington-based seminar program that brings high school students, teachers, and older Americans to the nation's capital for week-long, onsite learning experiences. During the 1987-88 program year, approximately 25,000 people will participate in Close Up's Washington experience.

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To the Teacher

International Relations: Understanding the Behavior of Nations is designed to help your students understand why nations compete, why they cooperate, and why they sometimes go to war. This *Teacher's Guide* will help you develop comprehensive lesson plans to enhance student understanding of this complex topic.

Goals

This guide should help your students to:

1. understand the behavior of nations by defining national interest and examining the factors that affect the development of foreign policy.
2. explore how U.S. foreign policy is made in light of the many influences that affect it.
3. examine the legacies of World War II, from late 1945 to the present.
4. apply the concept of interdependence to international relations today.
5. evaluate the effectiveness of individual tools of foreign policy in meeting a nation's overall goals.

Structure of Units

The Teacher's Guide is divided into five units, student pretest and posttest, unit test materials, and student handouts. Each unit contains the following components:

Objectives
The student objectives include both cognitive and affective goals to help you measure student learning.

Key Terms
This section contains key terms that students need to know in order to understand the concepts presented in the unit. You can use these terms as discussion starters, homework assignments, definition-finding exercises, or test questions.

Motivator
The motivator is an activity designed to capture student interest and encourage active participation.

Essay and Discussion Items
A number of evaluative, comparative, predictive, and analytical questions are contained in each unit. You can use these essay and discussion items for class discussion, debates or panels, individual research reports, or test questions.

Student Activities
Each unit contains three student activities, including at least one student handout. The student handouts for all five units are in a separate section at the back of the guide. The guide also suggests several other classroom activities that you can use to extend the concepts presented in the chapters. These activities require application, analysis, evaluation, research, problem solving, and comparisons.

Student Pretest and Posttest

The student pretest and posttest allow you to evaluate student knowledge of international relations both before and after presenting the lesson. This pretest/posttest activity should help you determine the effectiveness of the *International Relations* materials and their usage.

Unit Test Materials

This section of the guide contains a variety of objective test items that you can use as a ready-made test, as student self-check tests, or as a source for your own tests. The true/false, multiple-choice, and fill-in-the-blank items have been taken from information presented in the first four chapters of *International Relations*. Answers are included on the last page of the test materials section.

Student Handouts

The last section of the teacher's guide contains seven student handouts that can be reproduced for classroom use. There are three student handouts for Unit 1 and one handout for each of the last four units.

The Close Up Foundation would like to know what you think of this teacher's guide. The last item in the guide is a short questionnaire that you can fill out and return to us. Your comments will help us improve future editions of *International Relations* and the *International Relations Teacher's Guide*.

Unit 1
The Behavior of Nations

Objectives

After completing this unit, students will be able to:

1. define national interest.
2. understand how the three components of national interest (security, economics, and ideology) interrelate.
3. trace the development of a nation's foreign policy.
4. relate geopolitical factors to the behavior of a nation.
5. discuss the role of national resolve in the behavior of a nation.
6. compare and contrast the factors that affect the behavior of a developing nation with that of an industrialized nation.

Key Terms

developing nations
diversified economy
economic interests
foreign policy
geopolitics
ideology
interdependence
national interest
national resolve
nationalism
natural resources
relative power
security interests
strategic advantage

Motivator

On the first day of this lesson, place the names of many nations on the chalkboard. Then, pass out a blank index card to each student as they come into the room. Ask students to study the list and, without discussing their choice with other students, write an answer to the following question on the card.

If you were a nation, which would you choose to be? Why?

Collect the cards, and read several answers aloud (anonymously, of course). Encourage students to start thinking about the self-interests of nations and the advantages each nation has to offer.

Essay and Discussion Items

1. How do the security and economic needs of a developing nation differ from those of an industrialized nation?
2. Compare and contrast the ideologies of the United States and the Soviet Union.
3. What factors make a nation powerful?
4. What role does geopolitics play in the relationships between nations? How is geopolitics affected by modern technology?
5. Why does a nation need to have a foreign policy?

Student Activities

1. Have students complete Student Handout #1 to learn more about geopolitics and its effect on the relationships among nations. The exercise asks students to tell how each of seven geopolitical characteristics would affect a nation's relationship with other countries. The exercise should produce a variety of answers and encourage a good class discussion. Find out what nations students had in mind when they wrote their answers.

2. In Student Handout #2, students will compare an industrialized nation with a developing nation to find out how the two differ in national interest, foreign policy, geopolitics, and national resolve.

For this research activity, have students select one developing nation and one industrialized nation (other than the United States). Over an extended period of time, they are to collect information about the two nations. Sources for the research can be textbooks, reference books, current newsmagazines and newspapers, as well as *International Relations*.

After students have completed Student Handout #2, have them write a brief paper comparing and contrasting the two nations in terms of their national interest, foreign policy, geopolitics, and national resolve. Do they think these similarities and differences apply to other developing and industrialized nations? Why or why not? Can these similarities and differences be applied to the United States?

3. Working individually or in small groups, have students give an example of each of the components of national interest illustrated in the diagram on Student Handout #3. Segments 1, 2, and 3 are fairly simple examples; segments 4, 5, 6, and 7 represent the interaction of the different components of national interest. Pay particular attention to how many examples students can find for segment 7, the most complex interaction of security needs, economic interests, and ideology. After students have completed this exercise, lead a class discussion concerning the choices they made for each segment of the diagram.

Unit 2
How U.S. Foreign Policy Is Made

Objectives

After completing this unit, students will be able to:

1. list the major geopolitical advantages of the United States and how they affect U.S. foreign policy.
2. describe the process by which U.S. foreign policy is made.
3. explain the powers of the president and Congress to affect foreign policy.
4. discuss potential areas of ambiguity and conflict in U.S. foreign policy making.
5. determine other influences on U.S. foreign policy and how they affect the foreign policy process.

Key Terms

advise and consent
commander-in-chief
Congressional Foreign Relations Committees
covert activities
executive agreements
foreign aid
intelligence
lobbying groups
media
National Security Council
War Powers Act

Motivator

Under the heading, "American Foreign Policy," divide a bulletin board into the three sections shown below.

American Foreign Policy

Protects our citizens	Maintains our economic and military strength	Preserves our nation's values

Have students collect articles, pictures, and headlines that illustrate each component and place them in the proper column on the board. Encourage students to bring in materials throughout the unit.

Essay and Discussion Items

1. Explain what it means to call the Constitution "an invitation to struggle" over foreign policy.
2. List and briefly describe each of the persons, agencies, and organizations that help the president make foreign policy decisions.
3. What is the War Powers Act of 1973? Why have presidents considered the act to be an attack on their constitutional authority?
4. How may the U.S. Department of State and the U.S. Department of Defense come into conflict over foreign policy matters?
5. How do the House and Senate Foreign Relations Committees influence foreign policy? What other congressional committees affect foreign relations? What can they do?
6. Should members of Congress put aside party differences and present a common front when dealing with other countries? Why or why not?
7. U.S. foreign policy often fluctuates from administration to administration. How does this fluctuation affect other nations dealing with the United States?

Student Activities

1. Student Handout #4 will help students understand how the geopolitical features of the United States affect U.S. foreign policy. The exercise asks students to discuss the advantages of the location, economic system, and type of government of the United States and then to comment on how those advantages affect American foreign policy. Discuss with the class the importance of geopolitics in establishing foreign policy.

2. As students read and study "Powers of the President" and "Powers of Congress" in Chapter 2, have them list the powers of each. After they have made their lists, have students circle the powers they think may cause conflict between the two branches over foreign policy decisions. Discuss why they made the choices they did.

3. The following exercise should help students see how U.S. foreign policy is shaped by pressures from sometimes conflicting sources.

Assign each student in the class one of the foreign policy issues listed below:

invasion of Grenada
bombing of Libya
selling of arms to Iran
protection of tankers in Persian Gulf by U.S. Navy
military aid to Israel
development of Strategic Defense Initiative
aid to Nicaraguan contras
sanctions against South Africa
taking of U.S. hostages in Iran in 1979

Each student should gather enough information from newspapers, newsmagazines, or reference books to supply the following information.

- Name of foreign policy issue
- Summary of issue
- Influences on issue by:
    - president
    - members of Congress
    - government officials
    - lobby groups
    - media
    - voters
    - allied nations
    - other

Once all the research is completed, have students with the same issue meet to compare notes and discuss what they have learned. Have them consider the following questions.

- How did each individual or group seek to influence foreign policy to their advantage? How successful were they?
- Did any individual or group seem to have a larger national interest in mind? If so, which ones? What was it? Did they attain it?
- Which individual or group seemed to exercise the greatest influence? Why?
- How might decisions have been different at another time in history?

After the small groups have discussed their foreign policy issue, have them role-play the president and his or her advisors. Students should attempt to reach a decision based on what they think is in the best interest of the nation. In a report to the entire class, each small group should explain the reasons for its decision and how it was similar to or different from the actual presidential decision. Ask students how history might have been different if they had been in charge.

Unit 3
The Legacies of World War II

Objectives

After completing this unit, students will be able to:

1. recognize the influence of NATO, the Warsaw Pact, the Truman Doctrine, the Marshall Plan, and the United Nations on modern international relations.
2. trace the chronology of events that occurred from World War II to the present and relate their significance to world events today.
3. describe how ideological differences caused a split between East and West after World War II.
4. understand the effect the existence of nuclear weapons has had on international relations since World War II.
5. examine the changes in Europe and Asia since World War II, and speculate on the implication of these changes for the future.

Key Terms

Berlin Wall
cold war
Cominform
Cuban Missile Crisis
Hiroshima
iron curtain
Marshall Plan
Nagasaki
NATO
spheres of influence
superpower
Truman Doctrine
United Nations
Warsaw Pact
Yalta

Motivator

After students have read the chapter, "The Legacies of World War II," select one student to be the classroom "whip." The whip will ask each student, in turn, to answer the following questions. Students can answer the question or pass, but the whip will repeat the question until everyone in class has had a chance to respond to it or until it is answered. You may want to add other questions to this list.

What if:

the atomic bomb had not been dropped on Japan?
Japan had not surrendered when it did?
World War II had been fought on American soil?
China were not communist today?
the entire eastern hemisphere becomes communist?
the United States had entered into a war because of the Cuban Missile Crisis?
the United Nations had never been established?
the United States had not given economic aid to Europe after World War II?
President Franklin Roosevelt had not died during the war?
there had never been an atomic bomb?

Essay and Discussion Items

1. What were the primary agreements made by the allies at the Yalta Conference?
2. Compare the effect of World War II on the Soviet Union with its effect on the United States.
3. Why did President Harry Truman grant aid to Great Britain in their support of democratic factions fighting civil wars in Greece and Turkey?
4. How did the Marshall Plan and the Truman Doctrine benefit Europe? What difficulties resulted from the two policies?
5. Why was the United States so deeply affected by the fall of China to communism in 1949?
6. Discuss how the conflict between the United States and the Soviet Union continues to affect the rest of the world.

Student Activities

1. Student Handout #5 will give students an opportunity to learn more about the effects of World War II and its aftermath on the modern world. Students are to date fifteen important historical items, arrange them in chronological order, then comment on the "legacy" of each. After they have completed the handout, lead a class discussion on the ideas raised. How is the modern world affected by the events during and following the war?

2. Divide the class into small groups of four or five students, and allow them to discuss the following questions for 20 to 30 minutes. After they have finished their discussion, have each group share their ideas and conclusions with the rest of the class.

- Faced with the same dilemma President Truman faced after Roosevelt's death in 1945, what actions would you have taken to end World War II? Other than using the atomic bomb, what alternatives did Truman have at the time? Evaluate the effectiveness of each alternative, especially when compared with the use of the atomic bomb.
- If you were President John F. Kennedy in 1962, how would you have reacted to Soviet missiles being placed in Cuba? What alternatives were available to Kennedy? What were the potential consequences of each alternative?

Now, compare and contrast the situations faced by the two presidents. How were they alike? How were they different? What major factors influenced each president's decision? How was history affected by the decisions that were made?

3. Provide students with two copies of a map of Europe. Label one map "Pre-1940" and the other "Present." Have students color the countries that were under Soviet influence prior to World War II, and then have them color the European countries that are under Soviet or communist influence today.

Now have students list the countries where the coloring has changed. They should determine if any countries have changed from communist to non-communist control or from non-communist to communist. Have them indicate the year in which the status changed.

Challenge students to come up with some explanations for the trends they charted. Ask them to speculate on what the map will look like in another forty or fifty years, and explain their reasoning.

Unit 4
International Relations in the Modern Era

Objectives

After completing this unit, students will be able to:

1. trace the emergence of the Third World from post-World War II to the present.
2. recognize the role of world trade in the global economy, and discuss the effect of trade on foreign policy.
3. identify the ways in which world leaders have encouraged world trade since World War II.
4. describe the development of nuclear weapons and the actions taken in recent years to control their spread.
5. discuss the dangers of the arms race and how it affects other nations.

Key Terms

First World
free trade
interdependence
New International Economic Order
nonaligned nations
nuclear deterrence
Nuclear Nonproliferation Treaty
protectionism
Second World
Third World

Motivator

Have students read the sidebar, "Diversity Among the World's People." Encourage them to describe foreign customs they know of that may help Americans who travel to foreign countries. Perhaps some students were born into a different culture and can give first-hand information about their native customs. Discuss the implications these cultural differences may hold for the class in their future careers.

Next, have students think of American customs and traditions that a foreign person should be aware of while doing business in the United States. Perhaps students can go through a day in the life of a "typical" American and discuss communication or social problems that a foreigner may encounter in the United States.

Finally, shift the focus of the discussion from how we are different from one another to how we are alike. As the class discusses the question, "How are all nations of the world alike?" list student responses on the chalkboard. In leading the discussion, encourage students to consider issues such as the ones discussed in the chapter, "International Relations in the Modern Era."

Essay and Discussion Items

1. Why didn't World War II bring about a new world order where all nations could peacefully coexist?
2. What problems did the former European colonies have after being given independence in the post-war period?
3. Focusing on the areas of health, economics, and education, what are some differences in living conditions between developing nations and industrialized nations?
4. Why do most world nations engage in international trade?
5. What is meant by the statement, "Trade can be an essential part of a nation's foreign policy"?
6. As more nations join the "nuclear club," does the world become a more dangerous place? Explain your answer.

Student Activities

1. Have students complete Student Handout #6 to learn more about the ways in which world leaders have encouraged trade. The exercise asks your students to match descriptions of five different conferences or establishments designed to encourage world trade. Students can find the information in *International Relations*.

2. Write the following quotation on the board: "In the modern world, no nation acts in isolation." Encourage students to keep this quote in mind as they complete the following exercise. As they read and study each section of the chapter in *International Relations*, have them list specific examples of interdependence as they pertain to the following broad topics:

- Problems of developing nations
- Stability of the international economy
- Spread of nuclear weapons

After students have finished, discuss their findings. List all of the different examples on the chalkboard, and discuss their accuracy and importance to the topic.

3. Take an informal poll of the class by having students choose which statement most closely represents their position on each of the following three issues. Conduct the poll one or two days before proceeding with the research portion of this activity. Tally the results for later use.

Third World Issues

A. It is time for industrialized nations to provide the Third World with the means to make developing countries equal with the rest of the world.

B. Poor economic planning in Third World nations is to blame for their problems, not their treatment by industrialized countries.

Free Trade Versus Protectionism

A. Consumer demand alone should determine which products are sold in a country and at what price.

B. A nation's primary responsibility is to protect its domestic industries from foreign competition, no matter what method it uses.

Arms Race

A. All nations should have a chance to acquire the power and prestige that come from developing a nuclear arsenal.

B. In the nuclear era, the ultimate goal of every government's foreign policy must be to ensure the survival of the planet, not its own personal power and prestige.

After you have conducted the poll, divide the class into three groups. Each group will research one of the three issues listed above. Each group should select either of the two positions used for the poll. Their task is to outline, research, and develop arguments supporting their position. After developing their arguments, each group will present their views to the class. They should make a 10- or 15-minute presentation using visual aids, handouts, role-playing, or any other technique they believe might be effective. Allow enough time for the rest of the class to ask questions of the presenters.

Follow up the group presentations a day or two later by repeating the poll. Make the results of both polls available to the class. If the second poll yields different results than the first, discuss why. Encourage students to examine any changes in their own personal attitudes as a result of this exercise.

Unit 5
Tools of Foreign Policy

Objectives

After completing this unit, students will be able to:

1. list and describe the tools that nations use to carry out foreign policy goals.
2. evaluate the effectiveness of different foreign policy tools in different situations.
3. compare the foreign policy tools used by industrialized nations to those used by developing nations.
4. apply what they have learned about foreign policy and international relations to real-life situations.

Key Terms

bilateral aid
boycott
collective security
diplomatic immunity
diplomatic recognition
multilateral aid
preferential trade agreements
propaganda
quota
sanctions
tariffs

Motivator

Divide a large bulletin board into sections or use poster boards to separate the eight subsections of Chapter 5, "Tools of Foreign Policy." Students are to find examples of each of the eight tools of foreign policy and bring in newspaper or magazine articles to place in the appropriate spaces on the board. If they cannot find a current example, encourage them to find a historical example. Keep the information on the board for use in the first student activity.

Essay and Discussion Items

1. What is propaganda? How can propaganda influence foreign policy?
2. What diplomatic actions can a nation take if it wants to improve relations with another nation? What diplomatic actions can a nation take if it disapproves of another nation's actions?
3. Why do hostile nations continue to trade with one another?
4. Why do nations form regional and international organizations? What are the differences between regional and international organizations?
5. Describe the ways that military force can be used to support a nation's foreign policy.

Student Activities

The last unit of this teacher's guide will allow you to review much of the information covered in the first four units. Students will use the information they have learned and apply it to the three exercises that follow.

1. Allow students time to browse through the information collected for the motivator to see the variety of examples on the bulletin boards. How effective were each of the examples in achieving a foreign policy goal? Can students suggest other, perhaps more effective, methods to facilitate foreign policy?

Have students select what they think is the single best application for each tool given. Have them justify their choice in a brief paragraph.

2. Student Handout #7 asks students to decide which tools of foreign policy a nation should use to promote certain security, economic, and ideological interests. After students have completed the handout, have them meet in small groups to discuss why they placed the tools where they did. They should reach a consensus as to which tools would be most effective for developing nations and which would be most effective for industrialized nations. Then, ask students to present their ideas to the rest of the class.

3. Divide the class into groups of eight, and have each student select and display an "actor card" that you have prepared in advance. Examples of actor cards include the following:

United States	Israel
Soviet Union	South Africa
United Kingdom	Nicaragua
China	The Philippines

After students have decided which nation they will represent, provide each student with a set of nine "tool cards" based on the eight tools of foreign policy from Chapter 5 in *International Relations* along with a ninth card, "No action at this time."

Label the nine tool cards as follows:

propaganda
diplomacy
trade relations
foreign aid
alliances
international and regional organizations
boycotts and sanctions
military force
no action at this time

Give each actor a stack of "situation cards" that you have prepared in advance. The situation cards should represent situations or issues appropriate for each nation represented. Taking turns, each actor is to draw a situation card and share it with the group. For example, the Soviet Union might say, "A Korean jetliner was shot down in my airspace, killing all passengers on board." Now, the other actors must consider this situation and respond to it. Each actor should select the tool card or cards he or she feels is most appropriate to the situation just presented. One at a time, the actors should display their tool card and explain why they selected that particular tool. Their explanation should address the following items:

- Why they feel the tool they selected is the most appropriate to the situation.
- How their choice of tools promotes their own foreign policy goals.
- The effect they hope the tool will have on the nation to which it is being applied.

Proceed until all the actors have had a chance to propose a situation for discussion. Bring the entire class together to discuss what they learned in this activity about the use of various tools of foreign policy.

Student Pretest and Posttest

On the following pages are a pretest and posttest that you can use to:

- compare group results to see how much the class changes from the beginning of the lesson to the end.
- compare individual changes in attitude and knowledge.
- pinpoint overall areas of student strengths and weaknesses to guide you in your follow-up and future teaching strategies.

Administer the pretest to your class before beginning study of *International Relations.* Try to avoid discussing any of the topics in the lesson before giving the pretest so that the results are not biased. Score the pretest, and keep the results confidential until later comparison with the posttest. After finishing your study of *International Relations*, administer the posttest in the same manner. Comparison of the results of the two tests should help you determine the effectiveness of the lesson.

Both the pretest and posttest contain the same five attitudinal items. Each test also has twelve objective test items. These twelve items are similar to the objective test items included with this teacher's guide. To aid you in your analysis of your students' strong and weak areas, the following table is included.

Table of Specifications
Pretest and Posttest

Unit Number	Attitudinal Item Number	Objective Item Number
1. The Behavior of Nations	1	1, 2, 3
2. How U.S. Foreign Policy Is Made	2	4, 5, 6
3. The Legacies of World War II	3	7, 8, 9
4. International Relations in the Modern Era	4	10, 11, 12
5. Overall	5	

The five attitudinal items can be scored by giving a 1 for each "Not Much" response, a 2 for each "Somewhat," and a 3 for each "Very Much." A student can have a score ranging from 5 to 15 on the attitudinal portion of the tests. An increase or decrease in this score from pretest to posttest should help you detect a positive or negative shift in student attitudes toward international relations.

Students receive one point for each correct answer on the twelve objective test items. As with the attitudinal items, any shift in scores from pretest to posttest should help you measure cognitive changes before and after your students have studied the *International Relations* materials.

Pretest

Put a check in the column after each item that best describes your position.

	Not much	Somewhat	Very much
1. I consider myself knowledgeable about the behavior of nations.	_____	_____	_____
2. I understand how U.S. foreign policy is made.	_____	_____	_____
3. I am familiar with significant historical events that have occurred since World War II.	_____	_____	_____
4. I am concerned about the dangers of the arms race in the world today.	_____	_____	_____
5. I believe the nations of the world should function in an interdependent manner.	_____	_____	_____

Circle the letter preceding the best answer.

1. National interest is a relatively simple concept.
   a. true
   b. false

2. A large nation is more likely to
   a. suffer from military attack.
   b. develop a diversified economy.
   c. succumb to a national disaster.
   d. all of the above.

3. The actions and events that occur in one nation affect many other nations because today's world is
   a. unilateral.
   b. interdependent.
   c. diversified.
   d. geopolitical.

4. The Constitution leaves little room for argument over foreign policy authority.
   a. true
   b. false

5. American foreign policy is affected by
   a. White House advisors.
   b. lobbying groups.
   c. voters.
   d. all of the above.

6. Treaties must be approved by two-thirds of the

a. Senate.
b. House of Representatives.
c. voting public.
d. Supreme Court.

7. The Truman Doctrine and the Marshall Plan served to help unite a previously divided Europe.

a. true
b. false

8. As a result of World War II, the United States experienced all of the following *except*

a. massive rebuilding of cities and towns.
b. an end to the Great Depression.
c. scientific and technological advances.
d. economic benefits due to production of war materials.

9. The Grand Alliance consisted of the three nations of

a. the United States, Japan, and Great Britain.
b. the Soviet Union, China, and Japan.
c. the United States, the Soviet Union, and Great Britain.
d. Great Britain, the United States, and China.

10. Independence solved the problems of the countries that had formerly been colonies prior to World War II.

a. true
b. false

11. Which statement relating trade to foreign policy is inaccurate?

a. Trade can be used to influence a nation to change a particular policy.
b. A politically stable nation is generally an unpredictable trading partner.
c. Trade was a key element of detente between the United States and the Soviet Union.
d. Protectionist trade barriers can create ill will among nations.

12. The term that was first used to describe those nations breaking away from their colonial origins was

a. First World nations.
b. Second World nations.
c. Third World nations.
d. United Nations.

Posttest

Put a check in the column after each item that best describes your position.

	Not much	Somewhat	Very much
1. I consider myself knowledgeable about the behavior of nations.	_____	_____	_____
2. I understand how U.S. foreign policy is made.	_____	_____	_____
3. I am familiar with significant historical events that have occurred since World War II.	_____	_____	_____
4. I am concerned about the dangers of the arms race in the world today.	_____	_____	_____
5. I believe the nations of the world should function in an interdependent manner.	_____	_____	_____

Circle the letter preceding the best answer.

1. No nation has absolute power.
   a. true
   b. false

2. A nation's interest is determined by its leaders assessing
   a. threats to its security.
   b. the health of its economy.
   c. the general well-being of its citizens.
   d. all of the above.

3. All nations have an interest in protecting and promoting their beliefs, culture, values, religion, and historical experiences, otherwise known as their
   a. national interest.
   b. economic interest.
   c. ideology.
   d. foreign policy.

4. The president, top White House advisors, and members of Congress are the only people who play a role in determining U. S. foreign policy.
   a. true
   b. false

5. Under the Constitution, Congress has all the following foreign policy powers except
   a. the power to declare war.
   b. the power to make treaties.
   c. the power to control spending.
   d. the power to confirm presidential nominations.

6. Because of the competition among various groups, U.S. foreign policy is

   a. relatively stable.
   b. almost stagnant.
   c. constantly changing.
   d. extremely predictable.

7. NATO was established to provide economic aid for rebuilding Europe after World War II.

   a. true
   b. false

8. The policy that states that an attack on any one member nation will be considered an attack on all member nations is the policy established in the

   a. Marshall Plan.
   b. Truman Doctrine.
   c. United Nations.
   d. North Atlantic Treaty.

9. The United States and the Soviet Union emerged from World War II as

   a. superpowers.
   b. broken nations.
   c. allies.
   d. similar in foreign policy goals.

10. Today, few nations can satisfy all their people's needs and desires with the resources available within their own borders.

    a. true
    b. false

11. The pair of terms that most closely describes nations at approximately the same stage of economic development is

    a. First World and South.
    b. First World and underdeveloped.
    c. Third World and South.
    d. Third World and industrialized.

12. Generally, the more nations trade with each other, the likelihood that they will try to avoid conflict in other areas

    a. increases.
    b. decreases.
    c. stays about the same.
    d. is not affected.

Answers

Pretest Objective Questions

1. b
2. b
3. b
4. b
5. d
6 a
7. b
8. a
9. c
10. b
11. b
12. c

Posttest Objective Questions

1. a
2. d
3. c
4. b
5. b
6. c
7. b
8. d
9. a
10. a
11. c
12. a

Unit Test Materials

Unit 1: The Behavior of Nations

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____1. National interest is a relatively simple concept.

____2. A good foreign policy should try to balance the immediate needs of a nation with long-term goals.

____3. No nation has absolute power.

____4. Size is a major geopolitical characteristic.

____5. The United States, like the Soviet Union, has had few hostile neighbors on its borders.

Multiple choice: Circle the letter preceding the best choice.

6. The term used to describe the combination of beliefs, culture, values, religion, and historical experiences of a nation's people is
   a. national interest.
   b. economic interest.
   c. ideology.
   d. foreign policy.

7. A nation's interest is determined by its leaders assessing
   a. threats to its security.
   b. the health of its economy.
   c. the general well-being of its citizens.
   d. all of the above.

8. The ability of a nation to carry out its foreign policy is based on all of the following factors except
   a. the capability of its government to fund its foreign policy programs.
   b. a focus on long-term goals with no willingness to adjust in light of new circumstances.
   c. the strength of the nation's military.
   d. the commitment of its people to support their leader's foreign policy actions.

9. The more diverse a nation's resources and geopolitical characteristics,
   a. the more powerful the nation is likely to be.
   b. the less powerful the nation is likely to be.
   c. the smaller a nation is likely to be.
   d. the more national resolve the nation is likely to exhibit.

10. A large nation is more likely to
    a. suffer from military attack.
    b. develop a diversified economy.
    c. succumb to a national disaster.
    d. all of the above.

Fill in the blank: Complete each statement.

11. The actions and events that occur in one nation affect many other nations because today's world is _____.

12. A nation's concern about _____ depends on the perception of threats against it.

13. Besides security and economic concerns, most nations are also interested in promoting and protecting their _____.

14. The responsibility for determining the national interest falls to the _____ of the nation.

15. A key factor in international relations is _____, that is, a nation's ability to influence others.

Unit 2: How U.S. Foreign Policy Is Made

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. The stability of our nation is jeopardized by the diversity of our economy.

____ 2. The Constitution leaves little room for argument over foreign policy authority.

____ 3. None of the military conflicts fought by the United States since World War II has involved a declaration of war.

____ 4. In recent decades, intelligence agencies have become decreasingly important in foreign policy decisions.

____ 5. The president, top White House advisors, and members of Congress are the only people who play a role in determining U.S. foreign policy.

Multiple choice: Circle the letter preceding the best choice.

6. Under the Constitution, Congress has all the following foreign policy powers except
   a. the power to declare war.
   b. the power to make treaties.
   c. the power to control spending.
   d. the power to confirm presidential nominations.

7. American foreign policy is affected by
   a. White House advisors.
   b. lobbying groups.
   c. voters.
   d. all of the above.

8. President Ronald Reagan's foreign policy has emphasized
   a. detente.
   b. human rights.
   c. a "get-tough" policy.
   d. all of the above.

9. The organization within the White House that coordinates foreign policy is the
   a. Department of State.
   b. National Security Council.
   c. Foreign Service.
   d. Central Intelligence Agency.

10. The responsibility for balancing the competing forces that influence U.S. foreign policy and developing a foreign policy that will be beneficial to the United States as a whole rests with

    a. the president and his advisors.
    b. members of Congress.
    c. special interest groups.
    d. the media.

Fill in the blank: Complete each statement.

11. U.S. foreign policy reflects our nation's desire to advance the cause of _____ in the world.

12. Treaties must be approved by the U.S. _____.

13. Americans who are not members of special interest organizations can influence foreign policy by _____.

14. Because of the competition among various groups, U.S. foreign policy is constantly _____.

15. Because they do not require Senate approval, presidents have frequently used international accords called _____.

Unit 3: The Legacies of World War II

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. At Yalta, the task of liberating Eastern Europe from Nazi control was given to the Soviets.

____ 2. The Japanese surrendered within weeks after the atomic bombs were dropped on Hiroshima and Nagasaki.

____ 3. The Truman Doctrine and the Marshall Plan served to help unite a previously divided Europe.

____ 4. Leaders from the East and West met at Yalta before the end of the war to discuss the rebuilding of Europe and the defeat of Japan.

____ 5. NATO was established to provide economic aid for rebuilding Europe after World War II.

Multiple choice: Circle the letter preceding the best choice.

6. President Truman's main reason for deciding to drop the atomic bomb on Hiroshima in August, 1945, was
   a. to teach the Japanese a lesson even though the war was already over.
   b. to force the Japanese to surrender, thus shortening the war.
   c. a desire to test the latest technology.
   d. to display American superiority to the world.

7. As a result of World War II, the United States experienced all of the following *except*
   a. massive rebuilding of cities and towns.
   b. an end to the Great Depression.
   c. scientific and technological advances.
   d. economic benefits due to production of war materials.

8. Within a matter of weeks after the liberation of Eastern Europe from Nazi control, the Soviet Union established communist governments in
   a. Germany and Austria.
   b. Italy and France.
   c. Poland and Romania.
   d. Greece and Turkey.

9. Since World War II, the world has come closest to nuclear war
   a. when the Berlin Wall was erected.
   b. at the time of the Cuban Missile Crisis.
   c. when China became a communist nation.
   d. shortly after the Truman Doctrine was enacted.

10. The policy that states that an attack on any one member nation will be considered an attack on all member nations is the policy established in the

    a. Marshall Plan.
    b. Truman Doctrine.
    c. United Nations.
    d. North Atlantic Treaty.

Fill in the blank: Complete each statement.

11. The Grand Alliance consisted of the three nations of _____, _____, and _____ .

12. The United States and the Soviet Union emerged from World War II as _____.

13. As Soviet leader Josef Stalin continued his effort to control Eastern Europe, the Soviet government launched a bitter_____campaign against the United States.

14. The policy of granting aid to stop the spread of communism became known as the _____ .

15. After the fall of China in 1949, the fear of further communist expansion in the Far East prompted a change in the U.S. attitude toward the nation of _____ .

Unit 4: International Relations in the Modern Era

True/false: Use T for true and F for false, and place your answer in the blank. Use the space below the item to correct any statements you think are false.

____ 1. After World War II, most of the world's people were more concerned about superpower rivalry than economic development.

____ 2. Independence solved the problems of the countries that had been colonies prior to World War II.

____ 3. A default by a Third World country on a major loan could threaten the health of the international banking system.

____ 4. Today, few nations can satisfy all their people's needs and desires with the resources available within their own borders.

____ 5. Restrictions on trade can cause the price of imported goods to increase.

Multiple choice: Circle the letter preceding the best choice.

6. The pair of terms that most closely describes nations at approximately the same stage of economic development is
   a. First World and South.
   b. First World and underdeveloped.
   c. Third World and South.
   d. Third World and industrialized.

7. The New International Economic Order (NIEO) calls for all of the following except
   a. a decrease in prices of raw materials and cash crops exported to the North.
   b. an increase in foreign aid for industrial development in Third World nations.
   c. an increase in the price that Third World nations receive for their exports.
   d. the provision of low-interest development loans without political conditions attached.

8. Which statement relating trade to foreign policy is inaccurate?
   a. Trade can be used to influence a nation to change a particular policy.
   b. A politically stable nation is generally an unpredictable trading partner.
   c. Trade was a key element of detente between the United States and the Soviet Union.
   d. Protectionist trade barriers can create ill will among nations.

9. The Universal Declaration of Human Rights of the United Nations
   a. sets a standard for the rights of all human beings regardless of race, sex, or religion.
   b. is abided by in all nations of the world.
   c. addresses only civil and political rights, but ignores economic and social rights.
   d. all of the above.

10. The U.S.-Soviet arms control agreement that was never approved by the Senate is the
    a. Limited Test Ban Treaty of 1963.
    b. "Hot Line" Agreement of 1963.
    c. Strategic Arms Limitations Talks (SALT I) of 1972.
    d. Strategic Arms Limitations Talks (SALT II) of 1979.

Fill in the blank: Complete each statement.

11. The term that was first used to describe those nations breaking away from their colonial origins was _____ .

12. In a floating exchange system, the value of a country's currency reflects the _____ of its economy.

13. _____ believe that a nation's primary responsibility is to protect its domestic industries from foreign competition.

14. Generally, the more nations trade with each other, the likelihood that they will try to avoid conflict in other areas _____ .

15. Many countries believe that nuclear weapons will improve their _____ .

Answers

Unit 1

1. F It is not a simple concept because not all citizens agree.
2. T
3. T
4. T
5. F The Soviet Union has often had hostile neighbors on its borders.
6. c
7. d
8. b
9. a
10. b
11. interdependent
12. security
13. ideology
14. leaders
15. power

Unit 2

1. F Diversity of economy makes a nation more stable.
2. F The Constitution is not entirely clear on foreign policy authority.
3. T
4. F Intelligence agencies have become increasingly important.
5. F Media, special interest groups, and voters also play important roles.
6. b
7. d
8. c
9. b
10. a
11. democracy or freedom
12. Senate
13. voting
14. changing
15. executive agreements

Unit 3

1. T
2. T
3. F They were supposed to keep communism from spreading. They did not unify a divided Europe.
4. T
5. F NATO was established as a military alliance against the Soviet Union and its allies.
6. b
7. a
8. c
9. b
10. d
11. United States, Great Britain, Soviet Union
12. superpowers
13. propaganda
14. Truman Doctrine
15. Japan

Unit 4

1. F Economic development was the central concern.
2. F Independence produced many problems for the former colonies.
3. T
4. T
5. T
6. c
7. a
8. b
9. a
10. d
11. Third World
12. health
13. protectionists
14. increases

Student Handout #1

Geopolitical Effects

Several geopolitical characteristics are listed below. In the space below each item, tell what effect you think that characteristic would have on a nation's relationship with other nations.

1. Large size

2. Borders with no natural barriers

3. Few natural resources

4. Bordered by hostile neighbors

5. Surrounded by oceans

6. Endowed with a few key natural resources

7. Diversity of natural resources

Student Handout #2

Comparing Nations

Name of developing nation: _____

National Interest

- What are the nation's security needs?
- What are the nation's economic interests?
- How would you describe the nation's ideology?
- How would you summarize the nation's national interest?

Foreign Policy

- What are the nation's immediate or short-term foreign policy goals?
- What are the nation's long-term foreign policy goals?
- Who determines the nation's foreign policy?

Geopolitics

- How is the nation's behavior affected by its size?
- How is the nation's behavior affected by its terrain?
- How is the nation's behavior affected by its natural resources?
- How is the nation's behavior affected by its location?
- How would you summarize the nation's geopolitical power?

National Resolve

- How willing do you think the nation's people would be to sacrifice in order to achieve national goals? How powerful does this resolve seem to be?

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Name of industrialized nation: _____

National Interest

- What are the nation's security needs?

- What are the nation's economic interests?

- How would you describe the nation's ideology?

- How would you summarize the nation's national interest?

Foreign Policy

- What are the nation's immediate or short-term foreign policy goals?

- What are the nation's long-term foreign policy goals?

- Who determines the nation's foreign policy?

Geopolitics

- How is the nation's behavior affected by its size?

- How is the nation's behavior affected by its terrain?

- How is the nation's behavior affected by its natural resources?

- How is the nation's behavior affected by its location?

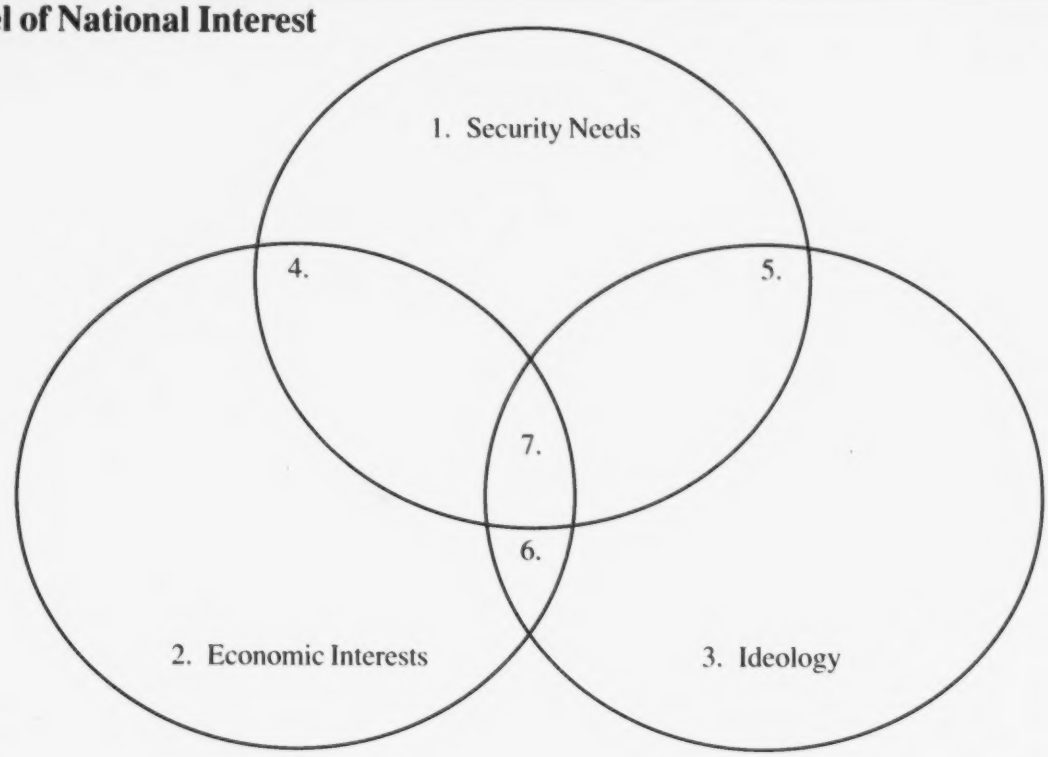
- How would you summarize the nation's geopolitical power?

National Resolve

- How willing do you think the nation's people would be to sacrifice in order to achieve national goals? How powerful does this resolve seem to be?

Student Handout #3

A Model of National Interest



Examples:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Student Handout #4

Geopolitics and U.S. Foreign Policy

Listed below are three unique features of the United States. In the space beneath each item, describe the advantage of that feature to our nation and explain the effect it has on U.S. foreign policy.

1. Location

2. Economic system

3. Type of government

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Student Handout #5

Legacies of World War II

Identify the date, including the month and year, when each of the following events occurred. Use the chart on the next page to arrange the events in chronological order, and write a brief summary of the significance of each event.

1. _____ Marshall Plan adopted
2. _____ Berlin Wall built
3. _____ NATO established
4. _____ World War II ends in Europe
5. _____ Japan surrenders
6. _____ Cuban Missile Crisis
7. _____ Truman Doctrine established
8. _____ Yalta Conference
9. _____ China falls to communists
10. _____ United Nations chartered
11. _____ Warsaw Pact established
12. _____ atomic bomb dropped on Hiroshima
13. _____ Franklin Roosevelt dies
14. _____ Berlin airlift begins
15. _____ Communist government installed in Poland

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Date	Event	Significance to World Events
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

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Student Handout #6

Encouraging World Trade

Listed below are five international efforts to encourage world trade. Match these items with the phrase that best describes it.

A. Bretton Woods Conferences
B. International Monetary Fund
C. World Bank
D. General Agreement on Tariffs and Trades
E. Economic summits

____ 1. lends money to nations in need of financial assistance

____ 2. established a code of conduct for trading nations

____ 3. assisted in financing post-war reconstruction projects

____ 4. developed the international economic system that exists today

____ 5. supports less developed nations in their search for credit

____ 6. attempts to coordinate policies and solutions to problems common to the leading non-communist trade nations

____ 7. adopted guidelines on currency exchange rates between nations

____ 8. seeks to protect manufacturing industries of non-communist Western nations against increasing foreign competition

____ 9. provided an international forum for nations to discuss trade issues such as tariffs and quotas

____ 10. established in 1947

____ 11. originally met before the end of World War II

____ 12. began in 1975

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Student Handout #7

Foreign Policy and National Interest

Complete the following chart by deciding which tool of foreign policy would be most effective in promoting each of the aspects of security, economic, and ideological interests listed in the lefthand column. Make your choice from the following list of tools:

propaganda
diplomacy
trade relations
foreign aid
alliances
international and regional organizations
boycotts and sanctions
military force

Security Interests • protect and defend nation from outside attack • provide adequate food, clothing, shelter, and health care needs for all citizens	**Tools**
Economic Interests • engage in world trade • promote domestic economic growth • develop human and natural resources	**Tools**
Ideological Interests • work toward world peace • protect and promote national ideology	**Tools**

International Relations Teacher's Guide Evaluation

Please let us know what you think of the *International Relations Teacher's Guide*. Please take a moment to fill out the following questionnaire and return it to the Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, Virginia 22202, Attention: Publications Department.

Rate the usefulness of each of the *Teacher's Guide* components to your teaching needs, with 1 being the least useful and 5 being the most useful.

	Least Useful				Most Useful
1. objectives	1	2	3	4	5
2. key terms	1	2	3	4	5
3. motivator	1	2	3	4	5
4. essay and discussion items	1	2	3	4	5
5. classroom activities	1	2	3	4	5
6. student handouts	1	2	3	4	5
7. unit test materials	1	2	3	4	5
8. pretest and posttest	1	2	3	4	5

Rate the effectiveness of each of the *Teacher's Guide* units for your students, with 1 being the least effective and 5 being the most effective.

	Least Effective				Most Effective
Unit 1: The Behavior of Nations	1	2	3	4	5
Unit 2: How U.S. Foreign Policy Is Made	1	2	3	4	5
Unit 3: The Legacies of World War II	1	2	3	4	5
Unit 4: International Relations in the Modern World	1	2	3	4	5
Unit 5: Tools of Foreign Policy	1	2	3	4	5

Was this teacher's guide helpful in reinforcing the information in *International Relations: Understanding the Behavior of Nations*?

List the activities that you feel were the most effective, and briefly tell why.

List the activities that you feel were the least effective, and briefly tell why.

What suggestions do you have for future editions of this teacher's guide?